



Russian

Foundation Course

Natasha Bershadski

Learn another language the way you learnt your own

Succeed with the

Michel Thomas^{method}

and learn another language the way you learnt your own

Developed over 50 years, the amazing teaching methods of the world's greatest language teacher completely takes the strain out of language learning. Michel Thomas' all-audio courses provide an accelerated method for learning that is truly revolutionary.

To find out more, please get in touch with us

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Introduction

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What is the Michel Thomas Method?

The Michel Thomas Method* all-audio courses, published by Hodder Arnold, provide an accelerated method for language learning that is truly revolutionary. And they promise a remarkable educational experience that will make your learning both exciting and pleasurable.

How does the Method work?

The Method works by breaking a language down into its component parts, enabling learners to reconstruct the language themselves – to form their own sentences, to say what they want, when they want. Because you learn the language in small steps, you can build it up yourself to produce ever more complicated sentences.

**No books
No writing
Just confidence – in hours**

The Michel Thomas Method is 'in tune' with the way your brain works, so you assimilate the language easily and don't forget it! The Method teaches you through your own language, so there's no stress, and no anxiety. The teacher builds up the new language, step by step, and you don't move on till you've absorbed and understood the previous point. As Michel Thomas said, *'What you understand, you know, and what you know, you don't forget.'*

With parallels to the way you learnt your own language, each language is learnt in 'real-time' conditions. There is no need to stop for homework, additional exercises or vocabulary memorization.

*US patent 6,565,358

'Learning Spanish with Michel was the most extraordinary learning experience of my life – it was unforgettable.'

Emma Thompson

'Michel Thomas is a precious find indeed.'

The Guardian

The classroom situation on the recording lets you learn with others. You enjoy their success, and you learn from their mistakes. The students on the recordings are not reading from scripts and they have received no additional instruction or preparation – just the guidance you hear on the recording. You, as the learner, become the third student and participate actively in the class.

A very important part of the Michel Thomas Method is that full responsibility for your learning lies with the teacher, not with you, the pupil. This helps to ensure that you can relax, and feel confident, so allowing you to learn effectively.

You will enjoy the Method as it creates real excitement – you can't wait to use the language.

'There's no such thing as a poor student, only a poor teacher.'

Michel Thomas

What level of language will I achieve?

The Introductory and Foundation courses are designed for complete beginners. They make no assumption of a knowledge of any language other than English. They will give the beginner a practical and functional use of the

HOW ARE THE RECORDINGS BEST USED?

- **Relax!** Make yourself comfortable before playing the recording and try to let go of the tensions and anxieties traditionally associated with learning.
- **Do not write or take any notes.** Remove notebooks, pens, dictionaries and anything else associated with learning at school.
- **Do not try to remember.** While participating in the recording and afterwards, it is important that you do not try to memorize specific words or expressions. It is a basic principle of the Michel Thomas Method that the responsibility for the student's learning lies with the teacher. With the Michel Thomas Method as your teacher, your learning will be based on understanding, and what you understand you don't forget.
- **Interact fully with the recordings.** Use the pause button and respond out loud (or in a whisper, or in your head, if you are in a public place) before the students' responses. *This is essential.* You do not learn by repetition but by thinking out the answers to each question; it is by your own thought process that you truly learn.
- **Give yourself time to think.** The students on the recordings had all the time they needed to think out their responses. On the recordings their 'thinking time' has been cut in order to make full use of the recording time. You can take all the time you need (by using your pause button). The pause button is the key to *your* learning! To get you used to pausing the recording before the students' responses, bleeps have been added to the first few tracks. When you hear the bleep, pause the recording, think out and say your response, then release the pause button to hear the student's, then the teacher's, response.
- **Start at the beginning of the course.** Whatever your existing knowledge of the language you are learning, it is important that you follow the way that the teacher builds up your knowledge of the language.
- **Do not get annoyed with yourself if you make a mistake.** Mistakes are part of the learning process; as long as you understand why you made the mistake and you have the 'ahaa' reaction – 'yes, of course, I understand now' – you are doing fine. If you made a mistake and you do not understand why, you may have been daydreaming for a few seconds. The course is structured so that you cannot go on unless you fully understand everything, so just go back a little and you will pick up where you left off.
- **Stop the recording whenever it suits you.** You will notice that this course is not divided into lessons; you will always be able to pick up from where you left off, without the need to review.

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spoken language. They are also appropriate for anyone who has studied a language before, but has forgotten much of it or does not have confidence in speaking.

The Introductory course comprises the first two hours of the Foundation Course. The Advanced course follows on from the Foundation course and expands on structures touched on in the earlier course to improve your understanding and mastery of complex language.

The Michel Thomas Method teaches the everyday conversational language that will allow you to communicate in a wide variety of situations, empowered by the ability to create your own sentences and use the language naturally. You will absorb the vocabulary and grammatical structures and, in addition, will be introduced to elements of writing and reading.

How quickly can I learn with the Michel Thomas Method?

One of the most remarkable features of the Michel Thomas Method is the speed with which results are achieved. A knowledge of the language that will take months of conventional study can be achieved in a matter of hours with the Michel Thomas Method. The teacher masterfully guides the student through an instructional process at a very rapid rate – yet the process will appear informal, relaxed and unhurried. The teacher moves quickly between numerous practice sessions, which all build the learners' confidence in their ability to communicate in complex ways.

Because the Michel Thomas Method is based on understanding, not memorization, there is no set limit to the length of time that you should study the course. It offers immersion without strain or stress, and you will find the recordings are not divided into lessons, though the material has been indexed for your convenience (pages 11–35). This means that you can stop and start as you please.

The excitement of learning will motivate you to continue listening and learning for as long a time as is practical for you. This will enable you to make progress faster than you ever imagined possible.

Who is the Michel Thomas Method for?

Anyone can learn a language with the Michel Thomas Method – and the wide diversity of Michel Thomas’s own students proves this. Not only did Michel instruct the rich and famous, but he also taught many so-called ‘hopeless cases’. For example, in 1997, Michel taught French to a group of sixteen-year-olds in north London who had been told they could never learn a language, and gave them the ability to use the new language far beyond their expectations – in just a week. Perhaps more importantly, he gave them the confidence to speak and a belief in, and the experience of, their own ability to learn.

Whatever your motivation for learning a language, the Michel Thomas Method quite simply offers the most effective method that is available.

What can I do next?

Try to speak with native speakers whenever possible, as this is invaluable for improving your fluency. Magazines, newspapers and podcasts (especially those which feature interviews) will give you practice in the most current and idiomatic language. Expose yourself to the language whenever you can – you will have firm foundations on which to build.

Continue your study with the Advanced course. Then build your vocabulary with the existing and planned Vocabulary courses, which carry forward the Michel Thomas Method teaching tradition and faithfully follow Michel Thomas’s unique approach to foreign language learning. The series editor is Dr Rose Lee Hayden, Michel’s most experienced and trusted teacher. The courses remain faithful to the method Michel Thomas used in his earlier courses, with the all-audio and ‘building-block’ approach. The presenter builds on Michel’s foundations to encourage the student at home to build up their vocabulary in the foreign language, using relationships with English, where appropriate, or connections within the foreign language itself. The student takes part in the audio, following prompts by the presenter, as in Michel Thomas’ original Foundation and Advanced courses. The teaching is all in English, while native speakers give models for perfect pronunciation and increase the opportunity for practice.

Who was Michel Thomas?



Michel with Grace Kelly

Michel Thomas (1914–2005) spent most of his childhood in Germany and France. He studied psychology at the Sorbonne (Paris) and at the University of Vienna. During the Second World War he fought for the French Resistance; after the war he worked for the U.S. army. His war-time experiences, including two years in concentration and labour camps and torture at the hands of the Gestapo, fuelled his passion for teaching languages, as a result of which he developed a uniquely effective language-teaching method that brought to his door celebrities (including Barbra Streisand and Emma Thompson), diplomats, academics and business executives from around the world. He established the first Michel Thomas Language Center in Beverly Hills in 1947, and continued to travel the world teaching languages for the rest of his life.

Whom did Michel Thomas teach?

People came from all over the world to learn a foreign language with Michel Thomas – because his method works. His students, numbering in the thousands, included well-known people from the arts and from the corporate, political and academic worlds. For example, he taught French to filmstar Grace Kelly prior to her marriage to Prince Rainier of Monaco.

Michel's list of clients included:

- *Celebrities:* Emma Thompson, Woody Allen, Barbra Streisand, Warren Beatty, Melanie Griffith, Eddie Izzard, Bob Dylan, Jean Marsh, Donald Sutherland, Mrs George Harrison, Anne Bancroft, Mel Brooks, Nastassja Kinski, Carl Reiner, Raquel Welch, Johnny Carson, Julie Andrews, Isabelle Adjani, Candice Bergen, Barbara Hershey, Priscilla Presley, Loretta Swit, Tony Curtis, Diana Ross, Herb Alpert, Angie Dickinson, Lucille Ball, Doris Day, Janet Leigh, Natalie Wood, Jayne Mansfield, Ann-Margaret, Yves Montand,

Kim Novak, Otto Preminger, Max von Sydow, Peter Sellers, François Truffaut, Sophia Coppola.

- *Diplomats, dignitaries and academics*: Former U.S. Ambassador to France, Walter Curley; U.S. Ambassador to the U.N., Joseph V. Reed; Cardinal John O'Connor, Archbishop of New York; Anthony Cardinal Bevilacqua, Archbishop of Philadelphia; Armand Hammer; Sarah Ferguson, Duchess of York; Professor Herbert Morris, Dean of Humanities at UCLA; Warren Keegan, Professor of Business at Pace University in New York; Professor Wesley Posvar, former President of the University of Pittsburgh.
- *Executives from the following corporations*: AT&T International, Coca-Cola, Procter & Gamble, Chase Manhattan Bank, American Express, Merrill Lynch, New York Chamber of Commerce and Industry, Boeing Aircraft, General Electric, Westinghouse Electric, Bank of America, Max Factor, Rand Corporation, Bertelsmann Music Group-RCA, Veuve Clicquot Inc., McDonald's Corporation, Rover, British Aerospace.

Track listing

In this track listing, the words and phrases taught in the course are listed in English and Russian (transliterated and Cyrillic). The Cyrillic alphabet is given on pages 37–9, along with an explanation of the transliteration system.

CD1 Track 1

Introduction to the course and how to use it

CD1 Track 2

Similarities between English and Russian words, e.g.

brother	<i>brat</i>	брат
sister	<i>s'estra</i>	сестра
I	<i>ya</i>	я
you (familiar)	<i>ty</i>	ты
water	<i>voda</i>	вода
two	<i>dva</i>	два
theatre	<i>t'eatr</i>	театр
sport	<i>sport</i>	спорт
bank	<i>bank</i>	банк
president	<i>pr'ezid'ent</i>	президент

CD1 Track 3

this is	<i>eto</i>	это
a / the bank	<i>bank</i>	банк
Bolshoy Theatre	<i>Bol'shoy t'eatr</i>	Большой театр
I am (a tourist)	<i>ya (toorist)</i>	я (турист)
engineer	<i>inzhen'er</i>	инженер

CD1 Track 4

is this a theatre?	<i>eto t'eatr?</i>	это театр?
excuse me, I'm sorry	<i>izvinit'e</i>	извините

12	yes	<i>da</i>	да
	good, well	<i>khorosho</i>	хорошо

CD1 Track 5

very	<i>ochen'</i>	очень
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Soft consonants explained

CD1 Track 6

no	<i>n'et</i>	нет
not	<i>n'e</i>	не
this is not a theatre	<i>eto n'e t'eatr</i>	это не театр
tea	<i>chay</i>	чай
coffee	<i>kof'e</i>	кофе
problem	<i>probl'ema</i>	проблема

CD1 Track 7

station	<i>vokzal</i>	вокзал
metro	<i>m'etro</i>	метро
here	<i>zd'es'</i>	здесь
but	<i>no</i>	но

CD1 Track 8

tradition	<i>traditsiya</i>	традиция
registration	<i>r'egistratsiya</i>	регистрация
conference	<i>konf'er'entsiya</i>	конференция
information	<i>informatsiya</i>	информация

Other examples where *-tsiya* (-ция) in Russian is *-tion* in English

CD1 Track 9

you (polite)	<i>vy</i>	вы
all, everything	<i>vs'o</i>	всё

all, everybody
CD1 Track 10

vs'e

все

far
restaurant
bar

dal'eko
r'estoran
bar

далеко
ресторан
бар

CD1 Track 11

interesting,
I wonder
I wonder whether
it's far
strange
or
and

int'er'esno
int'er'esno,
eto dal'eko?
stranno
ili
i

интересно
интересно,
это далеко?
странно
или
и

CD1 Track 12

what, that
what is this?
police

chto
chto eto?
militsiya

что
что это?
милиция

CD1 Track 13

where
telephone

gd'e
t'el'efon

где
телефон

CD1 Track 14

I / one can / may,
it is possible
menu

mozhno
m'en'oo

можно
меню

CD1 Track 15

please
thank you (for)

pozhalooysta
spasibo (za)

пожалуйста
спасибо (за)

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souvenir	<i>soov'enir</i>	сувенир
CD1 Track 16		
to buy	<i>koopit'</i>	купить

CD1 Track 17

newspaper	<i>gaz'eta</i>	газета
magazine	<i>zhoornal</i>	журнал
icons	<i>ikony</i>	иконы
ticket	<i>bil'et</i>	билет
to smoke	<i>koorit'</i>	курить

How to make a word plural (more than one)

CD1 Track 18

one shouldn't, it's not possible, you're not allowed	<i>n'el'z'a</i>	нельзя
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CD1 Track 19

to know	<i>znat'</i>	знать
I (don't) know	<i>ya (n'e) znayoo</i>	я (не) знаю
bus	<i>avtoboos</i>	автобус
taxi	<i>taksi</i>	такси

CD2 Track 1

to understand	<i>ponimat'</i>	понимать
I (don't) understand	<i>ya (n'e) ponimayoo</i>	я (не) понимаю
to think	<i>doomat'</i>	думать
I (don't) think (so)	<i>ya (n'e) doomayoo</i>	я (не) думаю
airport	<i>aeroport</i>	аэропорт

CD2 Track 2

to find out	<i>ooznat'</i>	узнать
address	<i>adr'es</i>	адрес

CD2 Track 3

I (don't) want (it)	<i>ya (n'e) khochoo</i>	я (не) хочу
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CD2 Track 4

to eat	<i>yest'</i>	есть
I'm hungry	<i>ya khochoo yest'</i>	я хочу есть
to drink	<i>pit'</i>	пить
I'm thirsty	<i>ya khochoo pit'</i>	я хочу пить

CD2 Track 5

to do	<i>d'elat'</i>	делать
what to do / shall I do?	<i>chto d'elat'?</i>	что делать?
café	<i>kafe</i>	кафе

CD2 Track 6

you (don't) know	<i>vy (n'e) znayet'e</i>	вы (не) знаете
you don't happen to know ...?	<i>vy n'e znayet'e ...?</i>	вы не знаете?

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Asking politely

CD2 Track 7

you understand	<i>vy ponimayet'e</i>	ВЫ ПОНИМАЕТЕ
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CD2 Track 8

me	<i>m'en'a</i>	МЕНЯ
do you understand me?	<i>vy m'en'a ponimayet'e?</i>	ВЫ МЕНЯ ПОНИМАЕТЕ?
you	<i>vas</i>	ВАС
I (don't) understand you	<i>ya vas (n'e) ponimayoo</i>	Я ВАС (НЕ) ПОНИМАЮ

CD2 Track 9

how	<i>kak</i>	КАК
mum	<i>mama</i>	МАМА
how are things?	<i>kak d'ela?</i>	КАК ДЕЛА?

CD2 Track 10

by / with me	<i>oo m'en'a</i>	У МЕНЯ
by / with you	<i>oo vas</i>	У ВАС
normal, OK	<i>normal'no</i>	НОРМАЛЬНО

CD2 Track 11

what do you think?	<i>kak vy doomayet'e?</i>	КАК ВЫ ДУМАЕТЕ?
vodka	<i>vodka</i>	ВОДКА

CD2 Track 12

I have (got)	<i>oo m'en'a</i>	У МЕНЯ
plan	<i>plan</i>	ПЛАН
idea	<i>id'eya</i>	ИДЕЯ
temperature	<i>t'emp'eratoora</i>	ТЕМПЕРАТУРА

Other examples where *-tura* (-тура) in Russian is *-ture* in English

CD2 Track 13

allergy, hay fever	<i>all'ergiya</i>	аллергия
doctor	<i>doktor</i>	доктор
flu	<i>gripp</i>	грипп

-iya (-ия) in Russian is often *-y* in English. Revision of 'I have'

CD2 Track 14

you have	<i>oo vas</i>	у вас
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Revision of plural form (more than one)

CD2 Track 15

computer	<i>komp'yooter</i>	компьютер
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More practice of 'you have'

CD2 Track 16

More practice of 'I have', and practice of *chto* (что) meaning 'that'

CD2 Track 17

to be	<i>byt'</i>	быть
what do I do? (lit. how to be?)	<i>kak byt'?</i>	как быть?

CD3 Track 1

I will (be)	<i>ya boodoo</i>	я буду
I will (will not) eat	<i>ya (n'e) boodoo yest'</i>	я (не) буду есть

CD3 Track 2

soup	<i>soop</i>	суп
you will be	<i>vy bood'et'e</i>	вы будете

CD3 Track 3

wine	<i>vino</i>	ВИНО
what will you (do / have)?	<i>chto vy bood'et'e (d'elat' / yest' / pit')?</i>	что вы будете (делать / есть / пить)?

CD3 Track 4

why	<i>pochemoo</i>	почему
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CD3 Track 5

More practice of 'why' – *poch'emoo* (почему) – and revision of 'you shouldn't' – *n'el'z'a* (нельзя)

CD3 Track 6

to work	<i>rabotat'</i>	работать
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Revision of endings after 'I' and 'you'

CD3 Track 7

More practice of 'to work' after 'want' and 'will'

CD3 Track 8

he	<i>on</i>	ОН
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she	<i>ona</i>	она
what are the	<i>kak rabotayet</i>	как работает
working hours	<i>bank?</i>	банк?
of the bank?		

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Revision of endings after 'he / she / it'

CD3 Track 9

lift	<i>lift</i>	лифт
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How to ask politely

CD3 Track 10

he will (be)	<i>on bood'et</i>	он будет
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CD3 Track 11

More practice of 'will be'

CD3 Track 12

we	<i>my</i>	мы
we work	<i>my rabotayem</i>	мы работаем
we will be	<i>my bood'em</i>	мы будем

CD3 Track 13

it is necessary, one needs to / should	<i>nado</i>	надо
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CD3 Track 14

Revision of 'why'

to repair, fix	<i>pochinit'</i>	починить
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CD3 Track 15

to / for me	<i>mn'e</i>	мне
I need	<i>mn'e nado</i>	мне надо

CD3 Track 16

I am (will be) interested	<i>mn'e (bood'et)</i> <i>int'er'esno</i>	мне (будет) интересно
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CD3 Track 17

to / for you	<i>vam</i>	вам
you need	<i>vam nado</i>	вам надо

CD3 Track 18

'I / you need' – *mn'e / vam nado* (мне / вам надо) – in the future

CD3 Track 19

I recommend (to you)	<i>ya (vam)</i> <i>r'ekom'endooyoo</i>	я (вам) рекомендую
you recommend	<i>vy</i> <i>r'ekom'endooyet'e</i>	вы рекомендуете

CD4 Track 1

they	<i>oni</i>	ОНИ
it	<i>on / ona / ono</i>	ОН / ОНА / ОНО

CD4 Track 2

documents	<i>dokoom'enty</i>	документы
journalist (female journalist)	<i>zhoornalist(ka)</i>	журналист(ка)
student (female student)	<i>stood'ent(ka)</i>	студент(ка)
sportsman (sportswoman)	<i>sportsm'en(ka)</i>	спортсмен(ка)

CD4 Track 3

ready	<i>gotov</i>	ГОТОВ
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Masculine, feminine and plural (more than one) endings

CD4 Track 4

yet, still	<i>yeshcho</i>	ещё
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CD4 Track 5

project	<i>proyekt</i>	проект
work, job	<i>rabota</i>	работа

CD4 Track 6

when	<i>kogda</i>	когда
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CD4 Track 7

you will have	<i>oo vas bood'et</i>	у вас будет
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CD4 Track 8

soon	<i>skoro</i>	скоро
we will (be)	<i>my bood'em</i>	мы будем

Revision of question words and intonation

CD4 Track 9

More practice of talking about the future

CD4 Track 10

so, like this, this way	<i>tak</i>	так
quickly	<i>bystro</i>	быстро

CD4 Track 11

More practice of 'quickly', plus which word to emphasize in a question

CD4 Track 12

internet	<i>int'ern'et</i>	интернет
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Revision of 'to work'

CD4 Track 13

busy	<i>zan'at</i>	занят
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CD4 Track 14

engaged	<i>zan'ato</i>	занято
this seat is taken	<i>zd'es' zan'ato</i>	здесь занято

CD4 Track 15

here is	<i>vot</i>	ВОТ
passport	<i>pasport</i>	ПАСПОРТ
cheque	<i>chek</i>	ЧЕК

Revision of 'it'

CD4 Track 16

this is why	<i>vot pochemoo</i>	ВОТ ПОЧЕМУ
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Revision of 'recommend'

CD5 Track 1

my (house) at home	<i>moy (dom)</i> <i>doma</i>	МОЙ (ДОМ) ДОМА
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CD5 Track 2

my (photo) biography visa	<i>moya (fotografiya)</i> <i>biografiya</i> <i>viza</i>	МОЯ (ФОТОГРАФИЯ) БИОГРАФИЯ ВИЗА
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CD5 Track 3

my (documents) businessman	<i>moyi (dokoom'enty)</i> <i>bizn'esm'en</i>	МОИ (ДОКУМЕНТЫ) БИЗНЕСМЕН
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CD5 Track 4

my (wine) your	<i>moyo (vino)</i> <i>vash / vasha / vashi</i>	МОЁ (ВИНО) ВАШ / ВАША / ВАШИ
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CD5 Track 5

luggage	<i>bagazh</i>	БАГАЖ
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More practice of 'your'

CD5 Track 6

these are	<i>eto</i>	ЭТО
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More practice of 'my' and 'your'

CD5 Track 7

he / I knew	<i>on / ya znal</i>	ОН / Я ЗНАЛ
she / I knew	<i>ona / ya znala</i>	ОНА / Я ЗНАЛА
we / you / they	<i>my / vy / oni</i>	МЫ / ВЫ / ОНИ

knew (didn't know) *(n'e) znali* (не) знали
CD5 Track 8

More practice talking about the past

CD5 Track 9

he / I thought	<i>on / ya doomal</i>	он / я думал
she / I thought	<i>ona / ya doomala</i>	она / я думала
we / they thought	<i>my / oni doomali</i>	мы / они думали

Russian 'will' for English 'would' when talking about the past

CD5 Track 10

I was working	<i>ya rabotal(a)</i>	я работал(а)
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More practice of Russian 'will' for English 'would', plus difference in sound between *oo* (y) and *yoo* (ю)

CD5 Track 11

hour	<i>chas</i>	час
now, in a minute	<i>s'eychas</i>	сейчас
he repaired	<i>on pochinil</i>	он починил

CD5 Track 12

I found out	<i>ya ooznal(a)</i>	я узнал(а)
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CD5 Track 13

he was	<i>on byl</i>	он был
she was	<i>ona byla</i>	она была
you / they were, you / they have been	<i>vy / oni byli</i>	вы / они были

Shift of stress on a word

CD5 Track 14

I had a problem	<i>oo m'en'a byla probl'ema</i>	у меня была проблема
I had problems	<i>oo m'en'a byli probl'emy</i>	у меня были проблемы

CD5 Track 15

it was	<i>bylo</i>	было
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CD5 Track 16

I had to	<i>mn'e nado bylo</i>	мне надо было
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CD5 Track 17

to forget	<i>zabyt'</i>	забыть
he / I forgot	<i>on / ya zabyl</i>	он / я забыл
we forgot	<i>my zabyli</i>	мы забыли

CD5 Track 18

I will (won't) forget	<i>ya (n'e) zaboodoo</i>	я (не) забуду
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CD5 Tracks 19–20

there is	<i>yest'</i>	есть
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CD6 Track 1

beer	<i>pivo</i>	ПИВО
------	-------------	------

The sound of *o* when unstressed

CD6 Track 2

Revision of 'there is'

CD6 Track 3

do you have?	<i>oo vas yest'?</i>	у вас есть?
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CD6 Track 4

More practice of 'is there? / do you have?' – *yest'* (есть) – in questions

CD6 Track 5

Revision of 'to have' and 'to need'

CD6 Track 6

time	<i>vr'em'a</i>	время
all the time	<i>vs'o vr'em'a</i>	всё время

CD6 Track 7

More practice of 'all the time'

CD6 Track 8

us	<i>nas</i>	нас
we have	<i>oo nas yest'</i>	у нас есть

CD6 Track 9

to us	<i>nam</i>	нам
we need	<i>nam nado</i>	нам надо

Revision of the different forms of 'you' and 'we / us'

CD6 Track 10

our	<i>nash(a)</i>	наш(а)
platform	<i>platforma</i>	платформа

CD6 Track 11

to hurry, be in a rush	<i>sp'eshit'</i>	спешить
I'm in a hurry	<i>ya sp'eshoo</i>	я спешу

CD6 Track 12

there is no need	<i>n'e nado</i>	не надо
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CD6 Track 13

Revision of the different forms of 'I', 'you' and 'we'

CD6 Track 14

you hurry	<i>vy sp'eshit'e</i>	вы спешите
we hurry	<i>my sp'eshim</i>	мы спешим

CD6 Track 15

he hurries	<i>on sp'eshit</i>	он спешит
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CD6 Track 16

I was in a rush	<i>ya sp'eshil(a)</i>	я спешил(а)
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Revision of past

CD6 Track 17

to see

vid'et'

ВИДЕТЬ

I (can't) see

ya (n'e) vizhoo

Я (НЕ) ВИЖУ

you see

vy vidit'e

ВЫ ВИДИТЕ

CD6 Track 18

More practice of 'to see'

CD6 Track 19

I saw (you)

ya (vas) vid'el(a)

Я (ВАС) ВИДЕЛ(А)

CD7 Track 1

Revision of endings in the past

CD7 Track 2

nothing, that's OK	<i>nichego</i> (pronounced <i>nichevo</i>)	ничего
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CD7 Track 3

I don't understand anything	<i>ya nichego</i> (pronounced <i>nichevo</i>) <i>n'e ponimayu</i>	я ничего не понимаю
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CD7 Track 4

Revision of 'forget' and double negatives ('not nothing')

CD7 Track 5

'Nothing' in sentences talking about the future

CD7 Track 6

Revision of 'nothing' used when talking about the past

CD7 Track 7

to speak	<i>govorit'</i>	говорить
I speak	<i>ya govor'oo</i>	я говорю
you speak	<i>vy govorit'e</i>	вы говорите
he speaks	<i>on govorit</i>	он говорит

CD7 Track 8

he (she) spoke	<i>on(a) govoril(a)</i>	он(а) говорил(а)
they spoke	<i>oni govorili</i>	они говорили

CD7 Track 9

in Russian	<i>po-rooski</i>	по-русски
Revision of future		

CD7 Track 10

in English	<i>po-angliyski</i>	по-английски
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CD7 Track 11

Revision of 'want'

CD7 Track 12

you want	<i>vy khotit'e</i>	ВЫ ХОТИТЕ
to want	<i>khot'et'</i>	ХОТЕТЬ
he (she) wants	<i>on(a) khochet</i>	ОН(А) ХОЧЕТ
we want	<i>my khotim</i>	МЫ ХОТИМ

CD7 Track 13

to say, tell	<i>skazat'</i>	сказать
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CD7 Track 14

he (she) said	<i>on(a) skazal(a)</i>	ОН(А) СКАЗАЛ(А)
they / you / we said	<i>oni / vy / my skazali</i>	ОНИ / ВЫ / МЫ СКАЗАЛИ

CD7 Track 15

English 'was' in 'I said (that I was ...)' = Russian 'am' ('am' omitted in Russian)

CD7 Track 16

English 'would' after 'I said (that I would ...)' = Russian 'will'

CD7 Track 17

English 'was' and 'would' = Russian 'is' and 'will' after 'I didn't know it ...'
('is' omitted in Russian)

CD8 Tracks 1–9

Alphabet

CD8 Track 1

Letters 1–3

а	мама	<i>mama</i>	mum
б	банк, гриб	<i>bank, grib</i>	bank, mushroom
в	вокзал, вот	<i>vokzal, vot</i>	station, here is

CD8 Track 2

Letters 4–7

г	гараж, готов, ничего	<i>garazh, gotov, nich'ego</i>	garage, ready, nothing
д	дом, код	<i>dom, kod</i>	house, code
е	есть, где	<i>yest', gd'e</i>	there is / to eat, where
ё	ёлка, всё	<i>yolka, vs'o</i>	fir tree, everything

CD8 Track 3

Letters 8–14

ж	можно, муж	<i>mozhno, moozh</i>	may (I)?, husband
з	здесь, занят	<i>zd'es', zan'at</i>	here, busy
и	и, или	<i>i, ili</i>	and, or
й	мой	<i>moy</i>	my
к	Как	<i>kak</i>	how
л	лампа, далеко	<i>lampa, dal'eko</i>	lamp, far
м	Москва	<i>Moskva</i>	Moscow

CD8 Track 4

Letters 15–20

н	нет, но	<i>n'et, no</i>	no, but
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о	он, она	<i>on, ona</i>	he, she
п	президент	<i>pr'ezid'ent</i>	president
р	Россия, работа	<i>Rossiya, rabota</i>	Russia, work
с	спасибо	<i>spasibo</i>	thank you
т	это, так	<i>eto, tak</i>	this is, so

CD8 Track 5

Letters 21–23

у	по-русски, у	<i>po-rooski, oo</i>	in Russian, by
ф	кофе	<i>kofye</i>	coffee
х	хлеб, хорошо	<i>khl'eb, khorosho</i>	bread, good

CD8 Track 6

Letters 24–27

ц	цирк	<i>tsirk</i>	circus
ч	хочу, что	<i>khochoo, chto</i>	I want, what
ш	ваш, наш	<i>vash, nash</i>	your, our
щ	борщ, ещё	<i>borshch, yeshcho</i>	beetroot soup, still

CD8 Track 7

Explanation of the hard sign (letter 28)

ъ	съел	<i>s'yel</i>	(he) ate
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CD8 Track 8

Letters 29–31

ы	вы, ты	<i>vy, ty</i>	you (polite), you (informal)
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Explanation of the soft sign

ь	думать, большой	<i>doomat', bol'shoi</i>	to think, big
э	это	<i>eto</i>	this is

CD8 Track 9

Letters 32–33

34

ю	знаю, говорю	<i>znayoo, govor'oo</i>	I know, I speak
я	моя, время	<i>moya, vr'em'a</i>	my, time

CD8 Track 10

Three (of the five) pairs of vowels

а / я	мама / время	<i>mama / vr'em'a</i>	mum / time
о / ё	дом / идём	<i>dom / id'om</i>	house / we go
э / е	мэр / меня	<i>mer / m'en'a</i>	mayor / me

CD8 Track 11

The final two pairs of vowels

у / ю	по-русски / говорю	<i>po-rooski / govor'oo</i>	in Russian / I speak
ы / и	быть / билет	<i>byt' / bil'et</i>	to be / ticket

CD8 Track 12

they know / think / understand	<i>oni znayoot / doomayoot / ponimayoot</i>	они знают / думают / понимают
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CD8 Track 13

they hurry	<i>oni sp'eshat</i>	они спешат
they see	<i>oni vid'at</i>	они видят
they will (be)	<i>oni boodoot</i>	они будут

CD8 Track 14

they speak	<i>oni govor'at</i>	они говорят
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CD8 Track 15

you can	<i>vy mozhet'e</i>	вы можете
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he can *on mozhet* он может

CD8 Track 16

maybe *mozhet byt'* может быть

Revision of 'to want'

CD8 Track 17

I can *ya mogu* я могу

The Russian alphabet

	Russian letter	Closest English equivalent	Transliterated
1	А а мама	A as in father , saga , about	a
2	Б б банк, гриб	B as in bet , beat (sounds P at the end of a word).	b
3	В в вокзал, вот	V as in van (can sound F at the end of a word).	v
4	Г г гараж, готов, ничего	G as in go , get (can sound K at the end of a word; sounds V in -ero, -oro and certain other word endings).	g
5	Д д дом, код	D as in dad , den (can sound T at the end of a word).	d
6	Е е есть, где	YE as in yes , E as in met . Softens the preceding consonant (shown with apostrophe ').	ye, 'e
7	Ё ё ёлка, всё	YO as in your , beyond . Softens the preceding consonant (shown with apostrophe '). Always stressed.	yo, 'o
8	Ж ж можно, муж	ZH as in pleasure , vision (can sound SH at the end of a word).	zh
9	З з здесь, занят	Z as in zero , rose (can sound S at the end of a word).	z
10	И и и, или	EE as in feet , eel . Softens the preceding consonant.	i
11	Й й	Y as in yet , toy , boy	y

	МОЙ Russian letter	Closest English equivalent	Transliterated
12	К к Как	K as in <i>rack, key</i>	<i>k</i>
13	Л л лампа, далеко	L as in <i>lamp, lead</i>	<i>l</i>
14	М м Москва	M as in <i>milk, meat</i>	<i>m</i>
15	Н н нет, но	N as in <i>nice, net</i>	<i>n</i>
16	О о он, она	O as in <i>port</i> when stressed. When unstressed - as in <i>again, doctor</i> .	<i>o</i>
17	П п президент	P as in <i>pour, please</i>	<i>p</i>
18	Р р Россия, работа	Scottish rolled 'r'	<i>r</i>
19	С с спасибо	S as in <i>sit, most</i>	<i>s</i>
20	Т т это, так	T as in <i>tuck, team</i>	<i>t</i>
21	У у по-русски, у	OO as in <i>boot, fool</i> . The lips should be protruded.	<i>oo</i>
22	Ф ф кофе	F as in <i>fun, farm</i>	<i>f</i>
23	Х х хлеб, хорошо	Scottish 'loch'	<i>kh</i>
24	Ц ц цирк	T+S as in <i>sits, bits</i>	<i>ts</i>
25	Ч ч	CH as in <i>chair, chip</i>	<i>ch</i>

хочу, что Russian letter	Closest English equivalent	Transliterated
26 Ш ш ваш, наш	SH as in <i>ship</i> , <i>rush</i>	sh
27 Щ щ борщ, ещё	SHCH as in <i>pushchair</i> , <i>fresh cheese</i>	shch
28 Ъ ъ съел	'hard sign': serves to keep the consonant it follows hard.	"
29 Ы ы вы, ты	Resembles I as in <i>till</i> , <i>bit</i>	y
30 Ь ь думать, большой	'soft sign': used mainly to soften the preceding consonant.	'
31 Э э это	E as in <i>get</i> , <i>bear</i> , <i>where</i>	e
32 Ю ю знаю, говорю	U as in <i>university</i> , <i>tune</i> . Softens the preceding consonant (shown with apostrophe ').	yoo, 'oo
33 Я я моя, время	YA as in <i>yummy</i> , <i>yard</i> . Softens the preceding consonant (shown with apostrophe ').	ya, 'a

Vowels

Harden preceding consonant	А мама	О дом	Э мэр	У по-русски	Ы быть
Soften preceding consonant	Я время	Ё идём	Е меня	Ю говорю	И билет

Common Russian signs

41

МЕТРО metro	БАР bar	ВХОД entry
ТАКСИ taxi	РЕСТОРАН restaurant	ВЫХОД exit
ВОКЗАЛ train station	КАФЕ cafe	ПЕРЕХОД pedestrian crossing
ХЛЕБ bread	БАНК bank	БОЛЬШОЙ ТЕАТР Bolshoy Theatre
МОЛОКО milk	БАНКОМАТ cash machine	ЭРМИТАЖ Hermitage
ОТЕЛЬ hotel	МИЛИЦИЯ police (militia)	МУЗЕЙ museum
ГОСТИНИЦА hotel	КАССА box office, ticket office	СУВЕНИРЫ souvenirs
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